



Exploring Instructors' Experiences in Human Resource Development at the Vocational and Productivity Training Center in Sidoarjo

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Abstract

Improving the quality of human resources (HR) is an important requirement in facing the demands of the ever-evolving world of work and industry. The Sidoarjo Vocational and Productivity Training Center (BPVP) acts as a competency-based training institution in preparing a skilled and ready workforce. This study aims to analyze the experiences of instructors in improving the quality of human resources through vocational training at BPVP Sidoarjo. This study uses a qualitative method with a descriptive phenomenological approach based on Alfred Schutz's phenomenological theory. The research subjects include instructors from the smart creative, smart manufacturing, smart office, and cake and bakery majors. Data were collected through observation and in-depth interviews, then analyzed by tracing the instructors' motives for action, namely the because motive and the in-order-to motive. The results of the study show that instructors interpret their role not only as technical teachers but also as facilitators and mentors in shaping the competencies, work ethic, and readiness of participants. Instructors also face various social challenges during training. This study confirms that the success of improving human resource quality is greatly influenced by the ability of instructors to interpret their role and manage the social dynamics of training.

Keywords : instructors' experiences; BPVP; phenomenology; human resources

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INTRODUCTION

Amid increasingly fierce competition in the global workforce and industry, human resource management has become a crucial element for the sustainability and success of companies (Elvianto et al. 2025). Economic conditions have also led to heightened competition among various companies, forcing them to improve their performance, especially in terms of HR (Nugroho and Paradifa 2020). In addition, technological developments, changes in job structures, and new competency requirements have placed workers in a position where they must be able to adapt to the dynamics of the job market. HR is now not only required to rely on basic skills, but must also have technical abilities, digital skills, and soft skills that meet industry needs. This emphasizes that improving the quality of HR is an important requirement for individuals and institutions to survive and compete in a competency-based economy.

Good human resource management encompasses various practices, such as recruitment, training, compensation, and career development designed to create a productive and highly committed workforce (Putri and Erdiansyah 2024). Training and development, in particular, are important elements in ensuring that people have the skills needed to be ready for work so that tasks can be completed quickly and efficiently. Ongoing training programs not only improve individual skills, but also help employees face challenges in the workplace, which will ultimately contribute directly to increased productivity (Peretz 2024).

To prepare competitive and competent human resources in their respective fields, education and training institutions have a very strategic role and contribution. Therefore, the existence of these institutions needs to be optimally empowered (Nawari et al. 2025). Efforts to develop human resources are the shared responsibility of all relevant sectors, namely central and local government agencies, the private sector or industry, and other professional organizations. BLK training is part of education, which is specific, practical, and fast. The training is intended to improve and enhance skills or work quality in a relatively short time to meet the high demand of labor users or the labor market (Iqbalsyah et al. 2025).

The Training and Productivity Center (BPVP) is a competency-based training institution that focuses on improving applied or vocational skills. This institution serves as a platform for conducting training with the aim of providing, acquiring, honing, and developing skills, productivity, discipline, work readiness, and work ethic, with a primary emphasis on practice over theory (Azkia et al. 2023). BPVP Sidoarjo employs two training methods: Project-Based Learning (PBL) and Competency-Based Training (PBK). The types of training

provided by BPVP Sidoarjo using the PBL method include smart manufacturing, smart building, smart creative IT skills, and smart office. Meanwhile, the training provided using the PBK method includes bread and cake making, junior accounting technician, forklift operator, operation of PLC-based industrial control installations, operation of CNC machines, welding techniques, and fashion design.

The large number of vocational and productivity training programs in Sidoarjo Regency illustrates that the high number of training programs has not fully met the expectations for the quality of human resources. According to Sidoarjo Regency (2024), the number of training programs provided to villages by sub-district in Sidoarjo is still quite large and diverse. However, there has been no detailed publication measuring how effective these training programs are in closing the local competency gap and how much the instructors contribute to this.

This situation raises a fundamental question: if there are so many training programs, why are there still limitations in terms of human resources with skills that match the needs of the industry? One possible answer to this question is related to the experience of the instructors. Instructors are professional educators whose main tasks are to educate, teach, guide, direct, train, assess, and evaluate training participants (Darmawan et al. 2024). How instructors conduct training, the use of learning methods, the availability of facilities and infrastructure, and how they interpret their role in various processes of improving the quality of human resources.

This research is not new. Previously, research conducted by (Chasanah and Kore 2024) at BPVP Semarang showed that the success of improving human resource quality greatly depends on the quality of instruction and the approach used by instructors. According to them, it is very important for instructors to apply teaching techniques in accordance with the expected competency standards because the lack of modern teaching methods can limit the effectiveness of training in developing participants' competencies. Furthermore, research conducted by (Zain et al. 2024) at the Job Training Center (BLK) in Tabalong Regency showed that the role of instructors as mobilizers is very important to ensure that students can achieve optimal learning outcomes. Not only that, during his observations while researching, it was seen that instructors functioned as the main drivers in maintaining the motivation and involvement of participants during training.

Previous studies have shown that research related to vocational training has not explored in depth the subjective experiences of instructors, including how they understand their roles, challenges, and strategies used in the training process, and how these experiences affect participant outcomes. This study offers a different perspective through the selection of BPVP Sidoarjo as the location and the use of Alfred Schutz's Phenomenology theory, which allows for an in-depth sociological analysis of the instructors' experiences, including how they interpret the benefits of training, the obstacles they face, practices that are considered effective, and the contribution of these experiences to improving the quality of human resources (Elvianto et al. 2025). Thus, this research is expected to provide practical benefits for BPVP Sidoarjo as evaluation material to improve training quality and strengthen the role of instructors, while also contributing academically to sociological studies on the relationship between vocational education, the role of instructors, and the dynamics of social change at the local level.

RESEARCH METHODS

This study uses a qualitative method with a descriptive phenomenological approach based on Alfred Schutz's phenomenological theory (Creswell 2018). This approach was chosen to gain an in-depth understanding of the subjective experiences of instructors in interpreting their roles, practices, and actions during the vocational training process. Through a phenomenological framework, this study seeks to reveal how instructors construct meaning from their teaching experiences, the challenges they face, and the goals and background of their actions (in order to motivate and because of motivation) in an effort to improve the quality of human resources (Dessler 2020).

The subjects of this study were training instructors at BPVP Sidoarjo, including smart office instructors, smart creative instructors, smart manufacturing instructors, and cake and bakery instructors. These informants were selected because BPVP Sidoarjo was conducting several training sessions at the time of data collection. Data collection was carried out through observation and interviews. Observations were made by directly observing the instructors' activities during the training process, including their interactions with participants, teaching methods, and training environment conditions (Darmawan et al. 2024). Meanwhile, in-depth interviews were conducted to explore the instructors' experiences, views, and reflections regarding their roles, obstacles, and strategies used in conducting the training. Informants were

selected using purposive sampling, which involved selecting instructors who were active and had direct experience in the field of training being studied.

The data obtained was then transcribed and selected according to the research focus to ensure the relevance and accuracy of the information. Data analysis was conducted using Alfred Schutz's phenomenological approach, focusing on understanding the meaning of instructors' social actions based on their life experiences and daily practices (Nawari et al. 2025). This analysis aims to reveal how the instructors' experiences shape the training process and their contribution to improving human resources at BPVP Sidoarjo.

RESULTS AND DISCUSSION

Alfred Schutz's Phenomenological Theory

Phenomenology provides an overview of the meaning derived from an individual's experience, explaining phenomena and events through the lens of phenomenology (Armstrong et al. 2020). This must be related to an understanding that explains daily activities, how the intersubjective world can emerge, and has the objective of analyzing and providing a realistic interpretation of social behavior that has been demonstrated to be meaningful in reconstructing existing meanings (Rahmawaty et al. 2022). Therefore, the action that needs to be taken is to revive the intersubjective experiences or meanings of individuals in their social lives (Rahmawaty et al. 2022).

Alfred Schutz's phenomenological theory was used in this study to examine the objectives and background of instructors' actions in conducting the training process at BPVP Sidoarjo. Schutz emphasized that every social action performed by individuals is always based on certain motives, whether goal-oriented (in order to motive) or because of the reasons behind the action (because motive) (Becker 1993). Through this approach, the instructors' experiences are not understood as merely technical activities, but rather as meaningful actions shaped by their experiences, knowledge, and the social context they face.

Understanding the motives behind instructors' actions is important because the way they interpret their role, teaching methods, and interactions with trainees have a direct impact on the process and results of human resource development (Nugroho 2020). By exploring these motives, this study seeks to describe how instructors' intersubjective experiences contribute to

building training practices that are effective and relevant to the needs of trainees and the demands of the world of work.

Based on Alfred Schutz's theoretical framework, the discussion in this study is divided into two main focuses. First, the discussion of the “purpose” motive, which is the instructor's goal in carrying out their role and training strategies to improve participants' competence. Second, a discussion of the “because” motive, namely the background experiences, conditions, and reasons that shape the way instructors act in the training process (Zain and Nuralasyiah 2024). These two motives are analyzed in relation to each other to gain a deeper understanding of the meaning of instructors' social actions in improving the quality of human resources at BPVP Sidoarjo.

Profile of BPVP Sidoarjo Instructor Informants

Name	Age	Vocational Instructor
Anang Khorianto	30	Smart Creative
Dian Pratiwi	34	Smart Manufacturing
Nabilah Rahmah Tsaniyah	30	Smart Office
Danica Thea Marella	34	Cake and Bakery

Table 1. Instructor Informants

As shown in the table, the informants interviewed in this study were instructors at BPVP Sidoarjo, each with their own background and expertise in their respective fields. These instructors play an important role in the process of improving human resources through vocational training conducted by BPVP Sidoarjo.

The first informant is Mr. Anang, who is 30 years old and also an instructor in the Smart Creative IT Skill department. This department focuses on developing creative information technology skills, such as digital design, multimedia content management, and the use of digital technology to support the needs of the creative industry. As an instructor, Mr. Anang plays a role in equipping training participants with IT technical skills that are relevant to technological developments and current workplace needs, so that participants are expected to be able to compete in the digital era.

The second informant is Mrs. Dian, 34 years old, who is an instructor in the Smart Manufacturing vocational program that focuses on understanding and mastering modern technology-based production systems, including industrial automation, the use of digital-based machines, and the application of Industry 4.0 concepts. In her role as an instructor, Ms. Dian

contributes to improving the competence of training participants so that they have the technical skills and industrial understanding that are in line with the needs of the ever-evolving manufacturing sector.

The third informant was Ms. Nabila, who is an instructor at the Smart Office vocational school. This vocational school focuses on developing modern office administration skills, such as digital document management, office software use, professional communication, and effective and efficient work management. Through this training, Ms. Nabila plays a role in developing a workforce that is ready to work, particularly in the field of administration and office work, which requires accuracy, professionalism, and the ability to adapt to technology.

The fourth informant is Mrs. Danica, 34 years old, who is a vocational instructor in Cake and Bakery. This vocational program focuses on culinary skills, particularly in baking and bakery products, ranging from basic techniques to the development of marketable products. As an instructor, Ms. Danica not only teaches technical skills in food processing, but also instills an understanding of hygiene standards, product quality, and entrepreneurial opportunities in the culinary field.

Based on the informants' profiles, it can be concluded that the instructors at BPVP Sidoarjo have diverse backgrounds and expertise in their respective fields. This diversity of expertise shows that BPVP Sidoarjo strives to respond to the ever-changing needs of the job market by providing vocational training based on skills and technology. Each instructor not only acts as a teacher but also as a facilitator in the process of developing competencies, work attitudes, and the readiness of training participants to enter the world of work or become entrepreneurs. With the experience and competencies possessed by these instructors, BPVP Sidoarjo is expected to be able to contribute significantly to improving the quality of productive, competent, and competitive human resources.

Background for Choosing the Profession of Instructor (Because Motive)

Based on the results of the previous interview, Mr. Anang's background in choosing a profession as a training instructor at BPVP Sidoarjo was driven by motives rooted in his values and life orientation. He said that the reason for becoming an instructor was because he wanted to realize his life vision of benefiting others. This was revealed through his statement.

“...supporting one of my life visions, which is to be useful to other people, and because I enjoy interacting with others in providing benefits...” results of an interview with Mr. Anang on December 16, 2025.

This statement shows that Mr. Anang's decision to become an instructor did not come suddenly but was influenced by his previous experiences and personal values. In Alfred Schutz's phenomenological view, this motive can be categorized as a “because motive,” which is a motive that originates from past experiences and causes a person to perform certain social actions.

In addition, the past experience that has most shaped Mr. Anang's current teaching style is his involvement in student management skills training activities organized by the Ministry of Higher Education. Mr. Anang revealed that he.

“...participated in the student management skills training program organized by the Ministry of Higher Education as a guide/instructor...” results of an interview with Mr. Anang on December 16, 2025.

This experience provided lessons related to facilitation techniques, approaches to participants, and management of group dynamics in the learning process. This experience then influenced the way Mr. Anang taught at BPVP Sidoarjo, where he tended to apply communicative, participatory learning methods oriented towards developing the capacity of participants.

Unlike Ms. Dian, according to the interview results, Ms. Dian's decision to pursue a career as a training instructor at BPVP Sidoarjo was influenced by her educational background and job requirements. This is in line with what Ms. Dian said, that she chose to become an instructor.

“...due to work requirements and in line with my educational background...” results of an interview with Ms. Dian on December 16, 2025

In Schutz's phenomenological view, this motive falls under the category of “because motive” because it is rooted in past experiences that then drive individuals to determine their roles and social actions. In addition, the experience that most shaped Ms. Dian's approach to her role as an instructor was related to her orientation toward the final outcome of the training. Ms. Dian revealed that

“the desire to produce training participants who are ready to work in the industry...”
results of an interview with Ms. Dian on December 16, 2025

This experience greatly influenced her teaching style, whereby the learning process is geared towards strengthening competencies that are relevant to the needs of the job market. Therefore, her experience has become the reason for Ms. Dian to apply teaching methods that emphasize work readiness, competency alignment, and improvement of the quality of human resources capable of meeting the demands of the business world and industry.

Furthermore, Ms. Nabila's background in choosing to become an instructor at BPVP Sidoarjo was influenced by her past experience when conducting teaching field practice at a vocational school. Ms. Nabila said that her reason for becoming an instructor began with

“...experience during teaching practice at vocational school” results of an interview with Ms. Nabila on December 16, 2025.

This experience provides a clear picture of the world of vocational education and the role of teaching in shaping student competencies. From a phenomenological perspective, this experience falls under the category of “because motive,” which refers to past experiences that form the basis and cause for individuals to make decisions to take on certain social roles, in this case as training instructors.

Furthermore, her teaching practice experience at the vocational school is also one of the main reasons that shaped Ms. Nabila's teaching style to this day. Through this experience, Ms. Nabila gained an understanding of the characteristics of vocational students, effective methods of delivering material, and the importance of an applied approach in the learning process. Her experience also influenced the teaching patterns applied at BPVP Sidoarjo, where Ms. Nabila tends to adjust her teaching methods to the needs of the trainees so that the material presented is understood and can be applied directly. Thus, past experiences have shaped Ms. Nabila's teaching practices as an instructor.

Finally, based on the results of an interview with Ms. Danica, her background in choosing a profession as a training instructor at BPVP Sidoarjo was due to structural opportunities that arose through civil servant recruitment and her previous experience and interests. Ms. Danica revealed that she became an instructor because

“...acceptance into the civil service recruitment program that opened positions for instructors, armed with a background as a lab assistant and a passion for teaching...” results of an interview with Ms. Danica on December 16, 2025.

In addition, the past experience that most shaped Ms. Danica's teaching style was related to the different characteristics of the students she encountered. Ms. Danica said that this experience arose from.

“...how to communicate with students who had previously always dealt with younger students, when during training they were faced with students who were many times older than their teachers” results of an interview with Ms. Danica on 12/16/2025.

This experience provided important lessons for Ms. Danica in adjusting her communication patterns, approaches, and teaching strategies to suit the age and experience backgrounds of the training participants. Thus, this experience shaped Ms. Danica's approach to managing her class and building more adaptive and professional interactions as an instructor at BPVP Sidoarjo.

Based on the discussion of the background of the informants' choice of profession as instructors, it can be concluded that their decision to become instructors at BPVP Sidoarjo was based on their diverse past experiences and conditions. The motives they conveyed included personal values of benefiting others, suitability of their vocational background, and structural opportunities through civil servant recruitment supported by an interest in teaching.

According to Schutz's view, these experiences are because motives, namely motives formed from previous life experiences and become the basis for individuals in taking social actions. Therefore, because motives, the instructors not only changed their career choices but also shaped their teaching methods, interaction patterns, and orientation in improving the quality of human resources at BPVP Sidoarjo.

Instructor Experience in Improving Human Resource Quality (In Order To Motive)

Based on the interview results, Mr. Anang interprets the role of an instructor not merely as a technical teacher, but as part of a moral and national contribution to improving human resources. This is reflected in his statement

“...I love Indonesia and am always happy to participate in educating the nation. Therefore, I am always enthusiastic about sharing my knowledge and experience with the nation's young people so that it can benefit their careers...” Results of an interview with Mr. Anang on December 16, 2025.

In Alfred Schutz's phenomenological view, this meaning indicates the existence of in order to motive, which is a motive oriented towards future goals. Teaching is understood as a social action deliberately carried out to achieve a specific goal, namely to create individuals who will be useful to the country and nation in the future of the training participants.

In his teaching practice, Mr. Anang emphasizes the use of classical methods combined with lectures, practical work, and independent assignments as the most effective way to improve participants' abilities.

“...classical learning with a combination of lectures, practical work, and independent assignments to provide understanding and real-world experience in each unit of competency taught...” results of an interview with Mr. Anang on December 16, 2025.

This method aims not only to transfer knowledge, but also to shape the subjective experiences of participants through direct involvement. Within Schutz's framework, these experiences become a meaningful lifeworld for participants because they are built through direct interaction between instructors and participants, and are directed towards the formation of concrete work competencies.

In addition, Mr. Anang's main objective in guiding participants during training is to instill attitudes, behaviors, and work ethic as essential skills in the world of work. He emphasizes that this guidance is carried out to

“Instilling a good work ethic and behavior as key assets in pursuing a career in their respective fields...” results of an interview with Mr. Anang on December 16, 2025.

This objective reaffirms the existence of in order to motivate, where all actions taken by instructors, from teaching methods to attitude building, are directed at developing participants who are not only technically competent, but also mentally and socially prepared to face the world of work.

After describing Mr. Anang's experience, the discussion then moved on to the experience of another instructor, Ms. Dian, who also played an important role in the process of improving human resource quality at BPVP Sidoarjo. The differences in the instructors' backgrounds and perspectives provided a more comprehensive picture of how teaching is interpreted and carried out in the context of vocational training oriented towards industrial needs.

Ms. Dian interprets the role of an instructor as a strategic link between the world of education and the world of industry. She states that

“...instructors play an important role in improving the quality of human resources by filling the gap between school education and industry needs directly,” according to an interview with Ms. Dian on December 16, 2025.

From a phenomenological perspective, Ms. Dian's teaching activities can be understood as an effort to prepare participants to be relevant to the realities of the job market, so that the teaching experience does not stop at the learning process, but is directed towards concrete results in the form of participants' readiness for work.

When teaching, Ms. Dian considers two-way discussion and project-based teamwork to be the most effective ways to improve participants' abilities. Ms. Dian explains that her lessons are conducted through

“...two-way discussions, teamwork in creating projects” results of an interview with Ms. Dian on December 16, 2025.

This method allows participants to build subjective experiences through interaction, collaboration, and direct problem solving. The main goal that Ms. Dian wants to achieve is for participants to be able to meet industry needs and acquire competencies that can support a better life, as she stated that the training aims to

“...meet industry needs, so that participants can acquire competencies that support a better life,” according to an interview with Ms. Dian on 12/16/2025.

Within the Schutz framework, this objective emphasizes that all instructor actions are based on an in-order-to motive that is oriented towards improving the quality of life of participants through applicable work competencies.

After presenting the previous instructor's views, this discussion continues with Ms. Nabila's experience as a BPVP Sidoarjo instructor. The views expressed by Ms. Nabila emphasize that the role of an instructor is not limited to delivering material, but also includes a mentoring function in the learning process that is oriented towards the work readiness of training participants.

Ms. Nabila interprets the role of an instructor as a facilitator who supports participants in developing competencies, forming professional attitudes, and improving their ability to adapt to the demands of the world of work. This is reflected in her statement that

“...as an instructor, I interpret this role as a learning facilitator who helps participants develop competencies, professional attitudes, and adaptive skills so that they are ready to face work challenges...” results of an interview with Ms. Nabila on December 16, 2025.

Within the framework of Alfred Schutz's phenomenology, this meaning indicates the existence of an in-order-to motive, which is a motive for action that is oriented towards future goals. Learning activities are understood as conscious actions aimed at shaping participants so that they are better prepared and more independent in facing the realities of work.

When implementing learning, Ms. Nabila assessed that practice-based and case study approaches were the most effective methods because they enabled participants to understand contextually and applicatively. She revealed that

“...practice-based learning methods and case studies are most effective because they help participants understand the material directly and relate it to real work situations...” results of an interview with Ms. Nabila on December 16, 2025.

The main objective is to improve the competence, confidence, and readiness of participants in implementing the training results in the work environment, as stated in the interview with Ms. Nabila on December 16, 2025:

“...my main objective is to help participants improve their competence, confidence, and readiness to apply the training results in the work environment...”

In Schutz's view, this objective confirms that the instructor's actions are highly subjective and driven by an in-order-to motive to produce competent human resources who are ready to enter the world of work.

After describing the previous instructor's experience, the discussion continues with Ms. Danica's experience as an instructor at BPVP Sidoarjo. The perspective presented by Ms. Danica emphasizes the unique role of instructors in vocational training, particularly in guiding participants to master technical skills that are applicable and in line with the needs of the world of work.

Ms. Danica interprets the role of instructors as the starting point in the process of improving the quality of human resources. She emphasizes that

“...instructors are essentially the gateway to improving the quality of human resources, because in terms of teaching methods, instructors direct work according to instructions. Unlike other teachers, instructors teach technical work in detail...” results of an interview with Ms. Danica on December 16, 2025.

In Alfred Schutz's phenomenological view, this meaning indicates the existence of an in-order-to motive, which is a motive for action directed toward a specific goal in the future. The instructor's activities are understood as conscious actions oriented toward developing the participants' technical competencies so that they are able to perform their jobs accurately and in accordance with standards.

In implementing the learning process, Ms. Danica adjusted her teaching methods to the age characteristics of the participants. She said that

“...for students from the Gen Z age group and below, born in 1997 and above, the most effective method is through demonstrations. However, for those above that age group, the most effective method is through hands-on practice...” results of an interview with Ms. Danica on 12/16/2025.

This adjustment to the method shows that the main objective of mentoring is for participants to be able to achieve the specified competencies while developing their best potential in accordance with their field of expertise, as stated that

“...so that students can achieve the specified competencies, as well as helping to hone their abilities to discover their full potential in their field of expertise...” results of an interview with Ms. Danica on December 16, 2025.

Based on the overall experience of instructors at BPVP Sidoarjo, it can be understood that the role of instructors is interpreted as a social action oriented towards improving the

quality of human resources. Although each instructor has a different background, approach, and learning method, ranging from classical learning, two-way discussions, project-based practices, to technical demonstrations, they all share the same orientation, namely to develop competent, ethical, adaptive participants who are ready to meet the needs of the industrial world. This indicates that the vocational training process does not only focus on mastering technical skills but also on shaping participants' professional attitudes and overall work readiness.

In Alfred Schutz's phenomenological view, the instructors' experiences represent an in-order-to motive, which is a motive for action directed toward a future goal. The actions of teaching, guiding, and nurturing participants are understood as activities based on the instructors' subjective awareness of the ultimate goal of training, which is to improve the quality of life of participants through relevant work competencies. The lifeworld of vocational training becomes an intersubjective space where instructors and participants construct shared meaning through learning interactions. Thus, Schutz's phenomenology emphasizes that the success of improving human resource quality at BPVP Sidoarjo is greatly influenced by how instructors interpret their roles and consciously direct their actions toward that goal.

Challenges Faced by Instructors in Training Participants

In the vocational training process at BPVP Sidoarjo, instructors are not only faced with the transfer of technical skills, but also with the dynamics of attitudes, behaviors, and diverse backgrounds. These challenges are experienced firsthand by instructors in their daily practice. These subjective experiences shape how instructors understand their role and determine strategies for improving the quality of the trainees' human resources.

One of the main challenges highlighted by Mr. Anang is the issue of discipline and readiness among participants. He stated that

“...the attitude and behavior of students who are not yet disciplined and diligent in carrying out training, who are often not ready to accept learning materials, and who influence the learning enthusiasm of other students,” according to an interview with Mr. Anang on December 16, 2025.

In Schutz's view, this experience is a form of knowledge gained from repeated interactions between instructors and participants, so that participants' unpreparedness is not

only understood as an individual problem, but also as a social situation that affects the entire learning process.

Another challenge was raised by Ms. Dian, who emphasized the age differences between participants. She revealed that

“...there is a significant age gap between participants, so they need to collaborate with each other during training...” results of an interview with Ms. Dian on December 16, 2025.

This age difference creates differences in learning styles, work rhythms, and communication patterns. According to Shcutz, this condition indicates a difference in typification, whereby instructors must classify and adjust their approach to participants of different ages in order to maintain effective interaction.

Meanwhile, Ms. Nabila highlights the differences in the participants' levels of understanding and motivation as a major challenge. She states that

“...the biggest challenge is the difference in the participants' level of understanding and motivation, so a flexible approach and effective communication are needed...” results of an interview with Ms. Nabila on December 16, 2025

Her experience shows how instructors interpret participants' actions and adjust their teaching methods. From Schutz's perspective, these actions by instructors are understood as goal-oriented social actions, namely to ensure that participants remain engaged and acquire the expected competencies.

In contrast to the previous challenge, Ms. Danica revealed the dynamics of power relations among training participants during practice. She said that

“...if there are participants who feel they are more capable and take over their friends' practices...” results of an interview with Ms. Danica on December 16, 2025.

This phenomenon reflects subjective claims of competence that can disrupt the collective learning process. From Schutz's perspective, instructors must interpret the meaning behind the participants' actions, whether as a form of self-confidence or domination, in order to determine the appropriate pedagogical response.

Overall, the challenges experienced by BPVP Sidoarjo instructors show that the training process is not linear and technical in nature, but rather rich in social meaning that is constructed through daily interactions. Through the lens of Alfred Schutz's phenomenology, the instructors' experiences are understood as subjective realities that shape their actions, strategies, and ways of interpreting their professional roles. Thus, efforts to improve the quality of human resources do not only depend on the curriculum and facilities, but also on the instructors' ability to understand and manage the complexity of the trainees' social experiences.

CONCLUSION

This study shows that improving the quality of human resources through vocational training at BPVP Sidoarjo is greatly influenced by the subjective experiences of instructors as the main actors in the training process. Through Alfred Schutz's phenomenological approach, the role of instructors is understood as meaningful social actions, shaped by past experiences (because motive) and future goals (in order to motive). The instructors interpret their role not only as teachers of technical skills, but also as facilitators, mentors, and liaisons between the needs of participants and the demands of the world of work and industry.

The results of this study show that the instructors' backgrounds in choosing their profession and their life experiences shape their teaching styles, learning methods, and orientation towards training outcomes. Despite having different backgrounds, expertise, and approaches, all instructors share the same goal of developing competent, hardworking, adaptive, and job-ready participants. In practice, instructors apply various learning strategies such as classical learning, two-way discussions, project-based practices, case studies, and technical demonstrations, all of which are aimed at improving participants' competence and job readiness.

In addition, this study also reveals various challenges faced by instructors, such as low discipline and readiness among participants, age differences, variations in understanding and motivation levels, and the dynamics of power relations among participants. These challenges show that the vocational training process is a complex intersubjective space that is rich in social meaning. Therefore, the success of improving the quality of human resources at BPVP Sidoarjo does not only depend on the curriculum and training facilities, but also on the instructors' ability to interpret their roles, understand the social dynamics of their participants, and direct their actions in a reflective and goal-oriented manner to improve the quality of human resources.

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